

Serco Inspections

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8 July 2015

Diana Atkinson

Headteacher

Gorsley Goffs Primary School

Gorsley

Ross-on-Wye

HR9 7SE

Dear Ms Atkinson

### **No formal designation monitoring inspection of Gorsley Goffs Primary School**

Following my visit to your school on 7 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements. This is in the context of an historical complaint. The complaint was not investigated as part of the inspection.

### **Evidence**

Her Majesty's Inspector scrutinised the single central record, school policies and documents relating to safeguarding, child protection, behaviour, bullying, staff conduct and confidentiality. The inspector met with the headteacher, the deputy headteacher, groups of pupils, the Vice Chair of the Governing Body and a representative of the local authority. Other documents including governors' minutes, information about staff training, records of behaviour incidents and pupils' achievement, progress and attendance were also considered. The inspector observed pupils informally during lessons and the lunchtime break.

Having considered all the evidence I am of the opinion that at this time:

The school's safeguarding arrangements meet requirements.

## **Context**

Gorsley Goff is a smaller than average-sized primary school with 198 pupils on roll. Almost all pupils are from a White British background. The proportion of pupils who qualify for the pupil premium, the additional funding for pupils known to be eligible for free school meals or in the care of the local authority is well below the national average. The proportion of disabled pupils and those who have special educational needs is below average. The proportion of those who have a statement of special educational needs or an education, health and care plan is also below average.

## **The effectiveness of safeguarding arrangements**

The headteacher, governors, staff and pupils have together created a culture where pupils' social, personal and academic development is central to the school's purpose and work. There is no hint of complacency and everyone strives to build a safe environment in which the pupils can flourish. Governors seek information for themselves. They are clear about their responsibilities and maintain a well-informed overview of support for pupils and its impact. They receive regular reports from the headteacher in full governing body meetings and in additional committee meetings. Leaders, staff and governors endeavour to provide excitement, challenge and motivation for each pupil. Their commitment is summed up in the school motto, 'We show respect and always try our best'. A recent Statutory Inspection of Anglican and Methodist Schools reported in March this year, 'An explicit programme of core moral and social values is inextricably linked with all aspects of school life.'

School leaders demonstrate an unambiguous commitment to secure pupils' safety and wellbeing. All policies relating to safeguarding and child protection are up to date and closely reflect the latest government guidance. The policies include explicit expectations, duties, procedures and timescales. Suitable emphasis is placed on prevention, protection and support. Leaders have delivered regular and up-to-date staff training to ensure all staff are aware of the potential risks to pupils including extremism and radicalisation and know what action to take. The policies include clear guidelines for the course of action for members of staff, children and parents if abuse is alleged, suspected or observed. Relevant staff and governors have received training in safer recruitment so that all of the necessary checks and procedures are conducted.

The safeguarding and child protection policy is suitably supported by other relevant school policies for behaviour and discipline, anti-bullying, staff code of conduct, confidentiality and complaints. Pupils contributed to the updated anti-bullying policy following a themed week where they considered the meaning of bullying and what actions were needed when worries occurred. They informed staff about areas of the school and site where pupils might feel more vulnerable. As a consequence, staff now supervise these particular areas during outdoor play and lunchtimes. In

addition, simple systems were introduced to manage and keep track of pupils entering the school premises during playtimes. Leaders invite parents to meetings to consider what the school does well and aspects that could be further improved. In addition, parents' views are collected in surveys and the outcomes are taken into account when considering school protocols, routines and policies. Each classroom has a worry box where pupils can 'post' their concerns. Pupils report that they have absolute trust that adults will take appropriate action whenever it is needed.

During informal visits to classrooms during lessons pupils of all ages were attentive and keen to expand on well-considered responses to tasks and questions. They worked cooperatively in groups or with partners and demonstrated helpful manners and mutual respect. In a drama lesson, pupils were engrossed in their Viking characters and convincingly conducted their roles. They had a clear desire to do the very best they could. Every classroom, corridor and outdoor space is well organised, enhanced with good quality resources and litter free. Pupils take a genuine pride in their surroundings.

Pupils of all ages played well-organised games during the lunch break. They played cooperatively and showed genuine kindness towards each other. They chatted, offered help, shared humour, and respected individual's needs to play, exercise, investigate, practise or explore. During this inspection, there was no incident of inappropriate interruption. The pupils confirmed they feel safe and can talk freely to adults in school knowing that any worries will be investigated and resolved.

In discussions with pupils from Years 4, 5 and 6 they stressed the school was 'full of lovely people who were welcoming and helpful'. They are keen to live up to the monthly values and they work hard to achieve them. The pupils provided a clear definition of bullying and described the difference between single incidents of silliness and persistent unkindness. Nevertheless, they confirmed that adults care, the school is a happy place and teachers are always there for them. They described the school as, 'cosy, cheerful, imaginative, caring and warm-hearted'. Pupils are proud of their school and are delighted to be part of its history.

Aspects of the curriculum have been identified to help pupils stay safe and recognise risk. Procedures have been developed to promote pupils' and staffs' internet safety and information has been sent home to inform parents. Information about the subjects taught in school is accessible on the school's website. The statements provide clear information about how topics promote diversity and encourage pupils to think carefully about their and others' actions and their impact on others. There are many opportunities to build pupils' self-esteem, understand right from wrong and respect different beliefs and customs.

### **External support**

School leaders work diligently with an appropriate range of multi-agency expertise, including social care. The school improvement partner has worked closely with school leaders to advise on the development of relevant school policies and

procedures. The local authority has produced a helpful policy, *Unreasonable behaviour in schools*, which determines what is considered acceptable and unacceptable behaviour when members of the public work with or have dealings with school-based staff. The local authority legal department has provided valued support for the governors. The headteacher works with a cluster of schools to enhance professional development including aspects of safeguarding.

### **Priorities for further improvement**

- Include staff responsibilities for safeguarding in their annual professional development reviews to reinforce the high priority you have placed on this aspect of the school's work.

I am copying this letter to the Director of Children's Services for Herefordshire, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Deana Holdaway  
**Her Majesty's Inspector**

cc            Chair of the Governing Body